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| **Kindergarten ELA Priority Standards** | | | | |
| **Reading** | | | | |
| **Foundational Skills (RF)** | | **Literature (RL)** | | **Informational Text (RI)** |
| **RF.K.1 – Print Concepts**  Demonstrate understanding of the organization and basic features of print.   * Follow words from left to right, top to bottom, and page by page. * Recognize that spoken words are represented in written language by specific sequences of letters. * Understand that words are separated by spaces in print. * Recognize and name all upper- and lowercase letters of the alphabet. | | **RL.K.1 – Key Ideas and Details**  With prompting and support, ask and answer questions about key details in a text. | | **RL.K.10 – Range of Reading and Level of Text Complexity**  Actively engage in group reading activities with purpose and understanding. |
| **RF.K.2 – Phonological Awareness**  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   * Recognize and produce rhyming words. * Count, pronounce, blend, and segment syllables in spoken words. * Blend and segment onsets and rimes of single-syllable spoken words. * Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words).\* (This does not include CVCs ending with /l/, /r/, or /x/.) * Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | | **RL.K.2 – Key Ideas and Details**  With prompting and support, retell familiar stories, including key details. | |  |
| **RF.K.3 – Phonics and Word Recognition**  Know and apply grade-level phonics and word analysis skills in decoding words.   * Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. * Associate the long and short sounds with common spellings (graphemes) for the five major vowels. * Read common high-frequency words by sight (e.g., the, of, you, she, my, is, are, do, does). * Distinguish between similarly spelled words by identifying the sounds of letters that differ. | | **RL.K.10 – Range of Reading and Level of Text Complexity**  Actively engage in group reading activities with purpose and understanding. | |
| **RF.K.4 – Fluency**  Read emergent-reader texts with purpose and understanding. | |  | |
| **Kindergarten ELA Priority Standards** | | | | |
| **Writing (W)** | **Speaking and Listening (SL)** | | **Language (L)** | |
| **W.K.1 – Text Types and Purposes**  Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). | **SL.K.1 – Comprehension and Collaboration**  Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.   * Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion). * Continue a conversation through multiple exchanges. | | **L.K.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Capitalize the first word in a sentence and the pronoun *I*. * Recognize and name end punctuation. * Write a letter or letters for most consonant and short-vowel sounds (phonemes). * Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | |
| **W.K.7 – Research to Build and Present Writing**  Participate in short research and writing projects (e.g., explore a number of books by a given favorite author and express opinions about them). | **SL.K.2 – Comprehension and Collaboration**  Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | | **L.2.6 – Vocabulary Acquisition and Use**  Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). | |
|  | **SL.K.3 – Comprehension and Collaboration**  Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |  | |
| **SL.K.6 – Presentation of Knowledge and Ideas**  Speak audibly and express thoughts, feelings, and ideas clearly. | |

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| **1st Grade ELA Priority Standards** | | |
| **Reading** | | |
| **Foundational Skills (RF)** | **Literature (RL)** | **Informational Text (RI)** |
| **RF.1.2 – Phonological Awareness**  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   * Distinguish long from short vowel sounds in the spoken single-syllable words. * Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. * Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. * Segment spoken single-syllable words into their complete sequence of individual sounds. | **RL.1.3 – Key Ideas and Details**  Describe characters, settings, and major events in a story, using key details. | **RI.1.2 – Key Ideas and Details**  Identify the main topic and retell key details of a text. |
| **RF.1.3 – Phonics and Word Recognition**  Know and apply grade-level phonics and word analysis skills in decoding words.   * Know the spelling-sound correspondences for common consonant digraphs. * Decode regularly spelled one-syllable words. * Know final –e and common vowel team conventions for representing long vowel sounds. * Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. * Decode two-syllable words following basic patterns by breaking the words into syllables. * Read words with inflectional endings. * Recognize and read grade-appropriate irregularly spelled words. | **RL.1.5 – Craft and Structure**  Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | **RI.1.5 – Craft and Structure**  Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| **RF.1.4 – Fluency**  Read with sufficient accuracy and fluency to support comprehension.   * Read grade-level text with purpose and understanding. * Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |

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| **1st Grade ELA Priority Standards** | | |
| **Writing (W)** | **Speaking and Listening (SL)** | **Language (L)** |
| **W.1.1 – Text Types and Purposes**  Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | **SL.1.1 – Comprehension and Collaboration**  Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.   * Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). * Build on others’ talk in conversations by responding to the comments of others through of multiple exchanges. * Ask questions to clear up any confusion about the topics and texts under discussion. | **L.1.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Capitalize dates and names of people. * Use end punctuation for sentences. * Use commas in dates and to separate single words in a series. * Use conventional spelling for words with common speaking patterns and for frequently occurring irregular words. * Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| **W.1.3 – Text Types and Purposes**  Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | **SL.1.6 – Presentation of Knowledge and Ideas**  Produce complete sentences when appropriate to task and situation. |  |
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| **2nd Grade ELA Priority Standards** | | | | |
| **Reading** | | | | |
| **Foundational Skills (RF)** | | **Literature (RL)** | | **Informational Text (RI)** |
| **RF.2.3 – Phonics and Word Recognition**  Know and apply grade-level phonics and word analysis skills in decoding words.   * Distinguish long and short vowels when reading regularly spelled one-syllable words. * Know spelling-sound correspondences for additional common vowel teams. * Decode regularly spelled two-syllable words with long vowels. * Decode words with common prefixes and suffixes. * Identify words with inconsistent but common spelling-sound correspondences. * Recognize and read grade-appropriate irregularly spelled words. | | **RL.2.1 – Key Ideas and Details**  Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | **RI.2.5 – Craft and Structure**  Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| **RF.2.4 – Fluency**  Read with sifficient accuracy and fluency to support comprehension.   * Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | **RL.2.7 – Integration of Knowledge and Ideas**  Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | | **RI.2.6 – Craft and Structure**  Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
|  | | **RL.2.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | **RI.2.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| **2nd Grade ELA Priority Standards** | | | | |
| **Writing (W)** | **Speaking and Listening (SL)** | | **Language (L)** | |
| **W.2.5 – Production and Distribution of Writing**  With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | **SL.2.6 – Presentation of Knowledge and Ideas**  Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | **L.2.3 – Knowledge of Language**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * Compare formal and informal uses of English. | |

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| **3rd Grade ELA Priority Standards** | | |
| **Reading** | | |
| **Foundational Skills (RF)** | **Literature (RL)** | **Informational Text (RI)** |
| **RF.3.4 – Fluency**  Read with sufficient accuracy and fluency to support comprehension.   * Read grade-level text with purpose and understanding. * Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **RL.3.1 – Key Ideas and Details**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | **RI.3.1 – Key Ideas and Details**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| **RI.3.2 – Key Ideas and Details**  Determine the main idea of a text; recount the key details and explain how they support the main idea. |
|  | **RL.3.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | **RI.3.5 – Craft and Structure**  Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| **RI.3.7**  Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
|  | **RI.3.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |

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| **3rd Grade ELA Priority Standards** | | |
| **Writing (W)** | **Speaking and Listening (SL)** | **Language (L)** |
| **W.3.4 – Production and Distribution of Writing**  With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.) | **SL.3.4 – Presentation of Knowledge and Ideas**  Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | **L.3.3 – Knowledge of Language**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * Choose words and phrases and effect.\* * Recognize and observe differences between the conventions of spoken and written standard English. |
| **W.3.5 – Production and Distribution of Writing**  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |  | **L.3.6 – Vocabulary Acquisition and Use**  Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). |
| **W.3.7 – Research to Build and Present Writing**  Conduct short research projects that build knowledge about a topic. |

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| **4th Grade ELA Priority Standards** | | | | |
| **Reading** | | | | |
| **Foundational Skills (RF)** | | **Literature (RL)** | | **Informational Text (RI)** |
| **RF.4.4 – Fluency**  Read with sufficient accuracy and fluency to support comprehension.   * Read grade-level text with purpose and understanding. * Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | **RL.4.1 – Key Ideas and Details**  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | **RI.4.1 – Key Ideas and Details**  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
|  | | **RL.4.3 – Key Ideas and Details**  Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thought, words, or actions). | | **RI.4.2 – Key Ideas and Details**  Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| **RL.4.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | **RI.4.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| **4th Grade ELA Priority Standards** | | | | |
| **Writing (W)** | **Speaking and Listening (SL)** | | **Language (L)** | |
| **W.4.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) | **SL.4.1 – Comprehension and Collaboration**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * Follow agreed upon rules for discussions and carry out assigned roles. * Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. * Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | **L.4.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). * Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. * Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. * Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). * Form and use prepositional phrases. * Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* * Correctly use frequently confused words (e.g., *to, too, two; there, their*).\* | |
| **W.4.5 – Production and Distribution of Writing**  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | **SL.4.4 – Presentation of Knowledge and Ideas**  Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | **L.4.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use correct capitalization. * Use commas and quotation marks to mark direct speech and quotations from a text. * Use a comma before a coordinating conjunction in a compound sentence. * Spell grade-appropriate words correctly, consulting references as needed. | |
|  |  | | **L.4.4 – Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   * Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. * Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). * Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | |

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| **5th Grade ELA Priority Standards** | | | |
| **Reading** | | | **Writing (W)** |
| **Foundational Skills (RF)** | **Literature (RL)** | **Informational Text (RI)** |
| **RF.5.4 – Fluency**  Read with sufficient accuracy and fluency to support comprehension.   * Read grade-level text with purpose and understanding. * Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **RL.5.1 – Key Ideas and Details**  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **RI.5.1 – Key Ideas and Details**  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **W.5.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) |
| **RL.5.3 – Key Ideas and Details**  Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | **RI.5.2 – Key Ideas and Details**  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| **RL.5.4 – Craft and Structure**  Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | **RI.5.8 – Integration of Knowledge and Ideas**  Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. | **W.5.5 – Production and Distribution of Writing**  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|  | **RL.5.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |  |  |

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| **5th Grade ELA Priority Standards** | | | |
| **Speaking and Listening (SL)** | | **Language (L)** | |
| **SL.5.1 – Comprehension and Collaboration**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * Follow agreed upon rules for discussions and carry out assigned roles. * Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. * Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | **L.5.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. * Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. * Use verb tense to convey various times, sequences, states, and conditions. * Recognize and correct inappropriate shifts in verb tense.\* * Use correlative conjunctions (e.g., *either/or, neither/nor*). | |
| **SL.5.4 – Presentation of Knowledge and Ideas**  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | **L.5.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use punctuation to separate items in a series.\* * Use a comma to separate an introductory element from the rest of the sentence. * Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag questions from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*). * Use underlining, quotation marks, or italics to indicate titles of works. * Spell grade-appropriate words correctly, consulting references as needed. | |
|  | | **L.5.5 – Vocabulary Acquisition and Use**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figurative language, including similes and metaphors, in context. * Recognize and explain the meaning of common idioms, adages, and proverbs. * Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | |
| **6th Grade ELA Priority Standards** | | | | |
| **Reading** | | | **Writing (W)** | |
| **Literature (RL)** | **Informational Text (RI)** | |
| **RL.6.1 – Key Ideas and Details**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RI.6.1 – Key Ideas and Details**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | **W.6.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) | |
| **RI.6.2 – Key Ideas and Details**  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | |
| **RL.6.4 – Craft and Structure**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | **RI.6.6 – Craft and Structure**  Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | | **W.6.9 – Research to Build and Present Writing**  Draw evidence from literary or informational texts to support analysis, reflection, and research.   * Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). * Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | |
| **RI.6.8 – Integration of Knowledge and Ideas**  Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | |
| **RL.6.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **RI.6.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |

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| **6th Grade ELA Priority Standards** | |
| **Speaking and Listening (SL)** | **Language (L)** |
| **SL.6.1 – Comprehension and Collaboration**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | **L.6.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Ensure that pronouns are in the proper case (subjective, objective, possessive). * Use intensive pronouns (e.g., *myself, ourselves*). * Recognize and correct inappropriate shifts in pronouns number and person.\* * Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\* * Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. |
| **L.6.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* * Spell correctly. |
| **L.6.3 – Knowledge of Language**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * Vary sentence pattern. * Maintain consistency in style and tone.\* |
| **SL.6.4 – Presentation of Knowledge and Ideas**  Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | **L.6.5 – Vocabulary Acquisition and Use**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., personification) in context. * Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. * Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). |

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| **7th Grade ELA Priority Standards** | | |
| **Reading** | | **Writing (W)** |
| **Literature (RL)** | **Informational Text (RI)** |
| **RL.7.1 – Key Ideas and Details**  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RI.7.1 – Key Ideas and Details**  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **W.7.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) |
| **RL.7.2 – Key Ideas and Details**  Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | **RI.7.2 – Key Ideas and Details**  Determine two or more central ideas in a text and analyze their development over the course of the text; provide and objective summary of the text. |
| **RL.7.4 – Craft and Structure**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | **RI.7.6 – Craft and Structure**  Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | **W.7.9 – Research to Build and Present Writing**  Draw evidence from literary or informational texts to support analysis, reflection, and research.   * Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history”). * Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). |
| **RI.7.8 – Integration of Knowledge and Ideas**  Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| **RL.7.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **RI.7.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **7th Grade ELA Priority Standards** | |
| **Speaking and Listening (SL)** | **Language (L)** |
| **SL.7.1 – Comprehension and Collaboration**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. * Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. * Acknowledge new information expressed by others and, when warranted, modify their own views. | **L.7.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Explain the function of phrases and clauses in general and their function in specific sentences. * Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. * Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\* |
| **L.7.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore and old[,] green shirt*). * Spell correctly. |
| **L.7.3 – Knowledge of Language**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* |
| **L.7.4 – Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.   * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **SL.7.4 – Presentation of Knowledge and Ideas**  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | **L.7.5 – Vocabulary Acquisition and Use**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. * Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. * Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). |

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| **8th Grade ELA Priority Standards** | | | | |
| **Reading** | | | **Writing (W)** | |
| **Literature (RL)** | | **Informational Text (RI)** |
| **RL.8.1 – Key Ideas and Details**  Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | **RI.8.1 – Key Ideas and Details**  Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | **W.8.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) | |
| **RL.8.2 – Key Ideas and Details**  Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | | **RI.8.2 – Key Ideas and Details**  Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide and objective summary of the text. |
| **RL.8.4 – Craft and Structure**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | | **RI.8.6 – Craft and Structure**  Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | **W.8.9 – Research to Build and Present Writing**  Draw evidence from literary or informational texts to support analysis, reflection, and research.   * Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new). * Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | |
| **RI.8.8 – Integration of Knowledge and Ideas**  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| **RL.8.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band independently and proficiently. | | **RI.8.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band independently and proficiently. |
| **8th Grade ELA Priority Standards** | | | |
| **Speaking and Listening (SL)** | **Language (L)** | | |
| **SL.8.1 – Comprehension and Collaboration**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. * Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas. * Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. | **L.8.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Explain the function of verbals (gerunds, participles, infinitives) inn general and their function in particular sentences. * Form and use verbs in the active and passive voice. * Form and use verbs in the indicative, interrogative, conditional, and subjunctive mood. * Recognize and correct inappropriate shifts in verb voice and mood.\* | | |
| **L.8.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use punctuation (comma, ellipsis, dash) to indicate a pause or break. * Use an ellipsis to indicate an omission. * Spell correctly. | | |
| **L.8.3 – Knowledge of Language**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | | |
| **L.8.4 – Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.   * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | |
| **SL.8.4 – Presentation of Knowledge and Ideas**  Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | **L.8.5 – Vocabulary Acquisition and Use**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., verbal irony, puns) in context. * Use the relationship between particular words to better understand each of the words. * Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). | | |

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| **9th Grade ELA Priority Standards** | |
| **Reading** | |
| **Literature (RL)** | **Informational Text (RI)** |
| **RL.9-10.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RI.9-10.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **RL.9-10.2 – Key Ideas and Details**  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **RI.9-10.2 – Key Ideas and Details**  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide and objective summary of the text. |
| **RL.9-10.4 – Craft and Structure**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | **RI.9-10.3 – Key Ideas and Details**  Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| **RL.9-10.5 – Craft and Structure**  Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | **RI.9-10.9 – Integration of Knowledge and Ideas**  Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |

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| **9th Grade ELA Priority Standards** | |
| **Writing (W)** | |
| **W.9-10.1 – Text Types and Purposes**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   * Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. * Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the argument presented. | |
| **W.9-10.2 – Text Types and Purposes**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   * Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | |
| **W.9-10.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) | |
| **W.9-10.5 – Production and Distribution of Writing**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| **9th Grade ELA Priority Standards** | |
| **Speaking and Listening (SL)** | **Language (L)** |
| **SL.9-10.4 – Presentation of Knowledge and Ideas**  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | **L.9-10.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Use parallel structure.\* * Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
|  | **L.9-10.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. * Use a colon to introduce a list or quotation. * Spell correctly. |
| **L.9-10.4 – Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range or strategies.   * Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

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| **10th Grade ELA Priority Standards** | |
| **Reading** | |
| **Literature (RL)** | **Informational Text (RI)** |
| **RL.9-10.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RI.9-10.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **RL.9-10.2 – Key Ideas and Details**  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **RI.9-10.2 – Key Ideas and Details**  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide and objective summary of the text. |
| **RL.9-10.4 – Craft and Structure**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | **RI.9-10.6 – Craft and Structure**  Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |

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| **10th Grade ELA Priority Standards** |
| **Writing (W)** |
| **W.9-10.1 – Text Types and Purposes**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   * Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. * Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the argument presented. |
| **W.9-10.2 – Text Types and Purposes**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   * Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| **W.9-10.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) |
| **W.9-10.5 – Production and Distribution of Writing**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **W.9-10.7 – Research to Build and Present Writing**  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

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| **10th Grade ELA Priority Standards** | |
| **Speaking and Listening (SL)** | **Language (L)** |
| **SL.9-10.4 – Presentation of Knowledge and Ideas**  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | **L.9-10.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Use parallel structure.\* * Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
|  | **L.9-10.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. * Use a colon to introduce a list or quotation. * Spell correctly. |
| **L.9-10.3 – Knowledge of Language**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   * Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook,* Turbain’s *Manual for Writers*) appropriate for the discipline and writing type. |

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| **11th Grade ELA Priority Standards** | | |
| **Reading** | | |
| **Literature (RL)** | | **Informational Text (RI)** |
| **RL.11-12.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | **RI.11-12.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| **RL.11-12.3 – Key Ideas and Details**  Analyze how the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | | **RI.11-12.3 – Key Ideas and Details**  Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| **RL.11-12.10 – Range of Reading and Level of Text Complexity**  By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | | **RI.11-12.5 – Craft and Structure**  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
|  | | **RI.11-12.8 – Integration of Knowledge and Ideas**  Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). |
| **RL.11-12.10 – Range of Reading and Level of Text Complexity**  By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| **11th Grade ELA Priority Standards** | | |
| **Writing (W)** | | |
| **W.11-12.1 – Text Types and Purposes**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. * Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the argument presented. | | |
| **W.11-12.2 – Text Types and Purposes**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   * Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most sufficient and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | | |
| **W.11-12.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) | | |
| **W.11-12.5 – Production and Distribution of Writing**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | |
| **W.11-12.7 – Research to Build and Present Writing**  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | | |
| **W.11-12.9 – Research to Build and Present Writing**  Draw evidence from literary or informational texts to support analysis, reflection, and research.   * Apply *grades 11-12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). * Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). | | |
| **W.11-12.10 – Range of Writing**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | |
| **11th Grade ELA Priority Standards** | | |
| **Speaking and Listening (SL)** | **Language (L)** | |
| **SL.11-12.3 – Comprehension and Collaboration**  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | **L.11-12.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. * Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed. | |
| **SL.11-12.5 – Presentation of Knowledge and Ideas**  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | **L.11-12.3 – Knowledge of Language**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   * Vary syntax for effect, consulting references (e.g. Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | |
|  | **L.11-12.4 – Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.   * Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |

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| **12th Grade ELA Priority Standards** | |
| **Reading** | |
| **Literature (RL)** | **Informational Text (RI)** |
| **RL.11-12.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | **RI.11-12.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| **RL.11-12.3 – Key Ideas and Details**  Analyze how the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | **RI.11-12.3 – Key Ideas and Details**  Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| **RL.11-12.10 – Range of Reading and Level of Text Complexity**  By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | **RI.11-12.5 – Craft and Structure**  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
|  | **RI.11-12.7 – Integration of Knowledge and Ideas**  Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| **RL.11-12.10 – Range of Reading and Level of Text Complexity**  By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **12th Grade ELA Priority Standards** |
| **Writing (W)** |
| **W.11-12.1 – Text Types and Purposes**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. * Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the argument presented. |
| **W.11-12.3 – Text Types and Purposes**  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   * Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. * Use narrative techniques, such a dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. * Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). * Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. * Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| **W.11-12.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) |
| **W.11-12.5 – Production and Distribution of Writing**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **W.11-12.10 – Range of Writing**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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| **12th Grade ELA Priority Standards** | |
| **Speaking and Listening (SL)** | **Language (L)** |
| **SL.11-12.3 – Comprehension and Collaboration**  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | **L.11-12.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. * Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed. |
|  | **L.11-12.4 – Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.   * Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |